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ABSTRACT

This report describes a study of a rural school district that received national press coverage for an administrative crisis that began with the termination of a longtime district teacher, involved resignations and recalls from the board and the superintendency, and led to intensive conflicts among teachers, school board members, district administrators, and the community. Data were obtained through personal interviews of teachers, community members, past and present board members, administrators, business leaders, ministers, county officials, secretaries, and a school custodian. The interviewees were asked to describe issues related to the recent recall elections of school board members, superintendent turnover, and the placing of the district into receivership. Other sources of information included the court transcript of the teacher termination, documents from the school and community meetings, results of a community attitude survey, official letters, and newspaper accounts. The three main themes of the conflict were related to superintendent turnover, the appropriate role of the district secretary, and community factions. This study suggests that superintendents should be cautious in assuming superintendencies in troubled districts, and that frequent recalls, or the threat of recall, clearly are a deterrent for seeking a school board position. It warns that such controversies tend to erode community spirit and negatively affect community support of the school district; it also warns that children suffer when there is no educational leadership. Finally, it is suggested that preparation programs may need to focus greater attention on preparing individuals for rural superintendencies; and that professional associations may be able to assist crisis districts as mediators and facilitators. This paper contains numerous data tables about the district. (LP)

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A RURAL SCHOOL DISTRICT IN DECAY

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A RURAL SCHOOL DISTRICT IN DECAY

The impetus for this study occurred during the presentation of research findings concerning critical incidents superintendents experience with school board members. While presenting these findings to 30 superintendents, the group recommended that a specific study be completed of a rural school district that had recently received national press coverage for the conflicts that existed there.

Specifically the school district had terminated a teacher who had taught in the district for 17 years. Following the termination, a successful recall election was held leading to the removal of a board member. "The recall against this board member was because his wife testified against the terminated teacher. This board member initially received 96% of the vote when he was elected to the school board."

A new superintendent was hired after the beginning of the school year. Within this superintendent's first year, a second successful recall election leading to the removal of the board president was held. "She got recalled because she refused to listen." This second successful recall election was followed by immediate resignations by two board members. At that point, only 3 of 6 board members remained. Because the district did not have sufficient board members to conduct business, the district was placed in receivership. A superintendent from another district was appointed receiver for the district. An election was held. New members were seated on the board. Recall petitions were circulated against 3 members of the new board. Insufficient signatures were obtained.

The current situation includes the following features. The current board president is the terminated teacher. District teachers who testified against the terminated teacher are currently being scrutinized concerning their teaching ability. The superintendent resigned in December. The district now shares a superintendent. Table 1 is a chronology of these events.

Insert Table 1 about here

With the information derived from newspaper and verbal accounts, the following research questions were prepared:

1. What precipitated the events?
2. Who were the participants in the events?
3. What attributes of the community contributed to the events?
4. What was the role of the superintendent in the events?

Methods

In order to answer the research questions, primary and secondary data sources were used. Primary sources included personal interviews with past and present school board members including board members who had been removed through recall elections and board members who had resigned. Interviews with the teacher who was terminated, community members, teachers, administrators, business leaders, ministers,

county officials, secretaries, and a custodian were conducted. Subjects were selected because of their roles or because other interviewees recommended them as having primary information concerning the issues.

Data collection occurred during Fall 1991 and Spring 1992. Two individuals jointly interviewed the subjects. Both interviewers recorded notes during the sessions. Both interviewers transcribed these notes and exchanged the transcripts. Transcripts were compared to assure accurate records of the interviews.

Interviews were scheduled in advance by telephone and were conducted in locations suggested by the interviewees. Locations included homes, schools, businesses, and local eateries. Interviews ranged in length from 30 to 90 minutes.

The subjects were asked to describe issues related to the recent recall elections, superintendent turnover, and the receivership of the district. The interviewers asked probing questions to permit the subjects to have multiple opportunities to describe the local issues from their perspectives. At the conclusion of the interviews, the subjects were asked to suggest other individuals who should be interviewed.

Other sources reviewed included the official court transcript of the teacher termination, school board minutes, results of a community attitude survey, minutes of a local community action group's meetings, letters, and newspaper accounts.

The primary and secondary sources were reviewed biweekly by the interviewers. As new information was collected, the interviewers discussed all of the findings in order to identify: next interview subjects, unanswered questions, and latent relationships

among the subjects. For instance, after the fifth round of interviews, it was discovered that the high school counselor - elementary principal was the brother/brother-in-law of the husband and wife doctor team who had opposed the recalls and advocated the termination. One member of the husband - wife doctor team had been a candidate for a vacated seat on the board. Additionally, this doctor team had recently announced its intention to leave the town because of the turmoil. Only by constant comparison of notes was it possible to identify relationships among the subjects such as this one.

Following the completion of the interviews and the collection of the secondary sources, a complete analysis and synthesis of the findings was prepared. Following is that report.

Findings

The findings are based on the interviews and secondary sources. In order to gain access to the subjects, all individuals were assured of confidentiality. Therefore, the findings are presented so that identities are not revealed.

Background

Because the events involved school-related issues, the first interviewee was the superintendent. Since this individual had only been in the district for a year, questions about the preceding superintendents and their board relationships were asked.

Through the interviews, it became apparent that there were at least three consistent themes related to the events precipitating the community crisis. First of all,

there was the theme of superintendent turnover in the district. Table 2 presents the superintendent longevity pattern for the district.

Insert Table 2 about here

Superintendent Turnover

Each interviewee, when asked about the superintendent turnover, made similar observations about the superintendents. For instance, Superintendent 4 was a long-term superintendent. He was described as an individual who liked to spend his day visiting at the local coffee shop or playing golf. He was a public figure according to the interview accounts.

Superintendent 4 had a secretary who was entrusted with significant responsibility for district finances as well as the day-to-day operations of the district. One source said, "the secretary essentially ran the school for 12-14 years because that superintendent liked to sit down at the coffee shop and visit." When Superintendent 4 became ill with cancer, the school board simply decreed that the secretary would act on the superintendent's behalf during his absence. This arrangement continued until the superintendent's death following his prolonged illness. This administrative arrangement may have set the stage for the current community conflict.

The next three superintendents were superintendents for one year each. Superintendent 5 was described as an interim only. He was not expected to stay;

therefore, he functioned as a figurehead only. The secretary continued to manage the day-to-day operations.

Superintendent 6 left because of an opportunity for job advancement. The community residents and board members described this individual as someone who did not understand rural life. Two sources described this superintendent as being easily duped by local politics. One source said, "He was completely out of water."

The superintendent's self-description was that he "went to the district with the expectation of staying for 3-5 years and then moving on." He said the district appeared "as if no one had planned for regular maintenance of the facilities."

Superintendent 6 offered the following observations. "There were very vocal people on the board. The meetings, of course, would become more town meetings or coffee shop-type meetings that would last until two or three in the morning. They would engage in complaining about this teacher and that teacher. . . . They have no notion of confidentiality, personnel issues, closed sessions, time frame, appraisal cycle, due process; and, they have no one to lead them. There is no one there who can educate them on proper board procedures. . . . The secretary should have retired 15 years ago. There had been a superintendent there who was simply a "good old boy," ex-coach, whose sole interest was in going fishing. He allowed the secretary to pay all the bills, open all the mail, and handle the teacher complaints. . . . From the time the long-term superintendent got sick until he died, the school board told her that she would have to do the job. . . . I made her a secretary again. She knew she was there to take minutes. I

told her that I would use her historical perspective. After I left, she got back in the saddle. She sided with some teachers against others. . . . She spent a lot of time in that lounge. I think a lot of confidences went out the door of the school."

Superintendent 7 left after one year also. There is ambiguity concerning this individual's departure. Sources speculated that he may have been asked to leave. The ambiguity surrounding this individual's departure is unusual since community members, board members, administrators, and teachers appeared in other cases to know all the facts about school matters. This superintendent was described as an individual who liked his work in the district. One source said, "this superintendent told the secretary she needed to resign. The secretary did not like him."

Superintendent 8 made a number of controversial changes in the district during his 3 years there. Among other changes, he limited the authority of the secretary. He wrested control of the supply closet from her and returned the closet to the teachers' discretionary use. He hired an apprentice secretary to serve as a trainee for the secretarial position. This action was accompanied by the identification of the retirement date for the secretary.

Superintendent 8 also encouraged 3 teachers to leave the system and a custodian to retire. The superintendent's final controversial act was the termination of a teacher who had spent 17 years in the district. This individual violated the state's corporal punishment laws even though she had received prior verbal and written warnings.

Following this event, the superintendent was described as having a high blood pressure problem. He left the district because of health problems.

According to the terminated teacher/board president, Superintendent 8, "was responsible for running off the kindergarten teacher. . . . He also ran off my two friends. These two resigned because of harassment."

Superintendent 9 joined the district after the school year was in progress. During the absence of a superintendent, the secretary had again served as liaison to the school board as well as handling finances and the day-to-day operations of the district.

Superintendent 9 thus followed a controversial termination and encountered a very entrenched secretary. One individual said, "He went into the situation with his eyes closed. He's in a situation now in which he has no control and no role." This superintendent remained in the district for 1 1/2 years. These interviews were conducted during his last three months on the job.

All of the interviewees described these superintendents and their perceptions of them. Only in regards to the last superintendent were there clearly differing points of view.

Secretary in the Saddle

All of the interviewees spoke of the role of the secretary. Points of view concerning her role were split. Half of the subjects perceived her as providing the continuity for the district. As a local person she looked out for local interests. Individuals felt they got accurate information from her. One individual observed, "She

hasn't been reviewed in 10 years. She is highly respected in the community. She was the voice for the school who talked to the school board. She has a very conservative fiscal policy, and that fits right in with the board. . . . That results in 'no new building since we don't need one yet.'" One of her advocates said, "she helped the superintendent a lot. She did the disciplining of the teachers."

The other subjects perceived her to be acting inappropriately. These individuals suggested that she exceeded the proper bounds of her role. She was noted for circulating confidential information, disciplining teachers, not keeping accurate board minutes, refusing directives from the superintendent, and refusing to resign from her position on the appointed date. To this group of subjects, she was perceived to be a major source of trouble for the district. According to one source, "by a unanimous vote of the school board, the secretary was to be finished with her work by August 31. Interestingly this unanimous vote did not appear in the board minutes. This secretary, of course, is board secretary. . . . August 31 was to be her last day. When the date came she said 'you'll have to fire me.'" Another source said, "she engages in the following practices: (1) She takes the personnel files and passes them around to community members. (2) She signs the district checks."

Community Factions

In addition to the superintendent turnover and secretary themes, all of the subjects talked about community factions. Names ascribed to the factions include locals vs. global thinkers, educate for the community vs. educate for the world, insiders vs.

outsiders, haves vs. have nots, new money vs. old money, and Hatfields and McCoys. Although the issues used to identify the differences in the factions are different, the polarization of the community is incontrovertible.

Some interviewees described the local conflict as the product of old jealousies that still linger from the selection of a particular Homecoming Queen in the late 1960s. The local individuals from the high school classes of the late 1960s were described as the trouble makers. "The current situation is a sign of the times. This group (the trouble makers) got control and were telling the superintendent how to run the school."

One individual stated that "The town represents a 50-50 split. The town is split over values of what one particular institution is to accomplish, and that institution is the school. There is a major question whether one should socialize children to be local residents or whether one should socialize students to fit into a broader society. The differences between these factions have to do with a contemporary, modern, world view. There are some individuals in the town who have this world view. These individuals have left the town, for instance, to attend the university or to be part of the military. This contemporary group has a number of newcomers in it as well.

The opposite faction has stayed in the community. If they went away to college, they simply went to a neighboring small college. They believe that their mission is to pass on local values only. Some of these may have gone to the university as students, but they returned immediately to the town.

In many ways, the issue is a social class issue more than a generational issue. Most younger families, in fact, stand up on the more traditional side. The lower and middle class tend to have more traditional views. The higher classes tend to have more of the world view."

Key Players

Key players in this local conflict include the school board members both past and present. These include the members who were recalled as well as those who resigned. The terminated teacher is also a key player and she is currently the school board president.

Those who circulated the three different rounds of recall petitions are major participants. Key local business leaders include a local insurance agent, a banker, an automobile dealership owner, and a husband and wife doctor team.

Members of the high school classes of the late 1960s are also active in the controversy. These include elementary teachers and local secretaries. The wife of a prominent judge is also involved as are farmers from the area.

The superintendent, high school principal, and elementary principal-counselor are involved too. Teaching staff and parents are participants. The secretary is very active in the conflict.

Non-locals drawn in as mediators include an agricultural extension specialist from the university, a member of the state department of education, and a neighboring superintendent who served as the district's receiver.

Community Attributes

Community and county attributes are noted in Tables 3 - 7. These characteristics include a local population of 1,204 and a county population of 4,179 based on 1990 U.S. Census data. As shown in Table 3, this agriculturally dependent county has realized a steady decline in population from a high of 2,195 in 1970 to a low of 1,204 in 1990. County population decline is displayed in Graph 1. County population decline between 1980 - 1990 has been 11.9% based on U.S. Bureau of the Census data. Table 4 displays the U.S. Census information.

Insert Tables 3-4 and Graph 1 about here

School district population figures have varied from a peak of 373 K-12 students in 1983 to a low of 306 students in 1992. During the 1990-1991 school year, there were 322 students in the district. Recently the district has experienced the loss of 10 students to a neighboring district because of the controversy. One source noted, "this is not typical for a whole cluster of parents to do this." Complete enrollment figures are presented in Table 5.

Insert Table 5 about here

The per capita income for the county is $13,945. Trends in per capita income are depicted by Graph 2. Income sources are represented by the following percentages: farm wages 44%, nonfarm wages 50%, and unemployment 6%. Graph 3 displays the labor force.

Insert Graphs 2-3 about here

One of the consistent observations made by the interviewees was that "on a single community block, 6 of 7 houses would be occupied by a single individual." Based on state data, Table 6 displays selected population and housing characteristics. According to the data there are 523 householders living alone. The median population age is 43.8 and 26.8% of the population is 65 years or older.

Insert Table 6 about here

As an outgrowth of the local controversy, a community attitude survey was conducted. Findings from the survey are arrayed as Table 7. Of the items pertaining to the schools, the item related to the relationship between community and professional staff was particularly noteworthy. Of the respondents 29.9% indicated relationships were fair and 41.5% indicated relationships were poor.

Insert Table 7 about here

Recommendations

One of the departed superintendents offered the following recommendations to school board members. "Boards need to consider the following: (1) Finding a house is critical. The school district should make a house part of the contract. (2) Get a competitive salary. (3) Take a close look at the spouse. Provide an opportunity for the mate to grow too. The town needs to create success for the spouse too. (4) Get someone to sign a long-term contract as a superintendent." This superintendent noted that the town refused to offer him a three-year contract when he asked for one.

Another superintendent offered the following comments. "An individual without tenure is in a tenuous position. The superintendent's position is the most vulnerable to community pressure."

Another individual suggested the following: "It appears to be necessary for the superintendent to be trained in what it means to live in a rural community. A rural community means a long history. . . . It appears that in the future the superintendent will be perceived as middle management. The superintendent will be heavily responsible for evaluating teachers. . . . Right now, the superintendent serves a scapegoat function in that they can throw a superintendent out on a regular basis. If there is no superintendent, then the community will organize recalls on a weekly basis. Finally

they'll reach the point where no one will run for the school board. This has happened in many rural communities."

One educator summarized the themes as follows: "The major themes seem to be three: (1) the stability in administrative leadership; (2) inservice for the school board members; and (3) appropriate teacher evaluation."

Implications

The issues described in this study have implications for superintendents, board members, communities, students, preparation programs, and professional associations. For superintendents, the concerns raised by the study suggest that one should be cautious in assuming superintendencies in troubled districts. A district that has experienced a crisis or frequent turnover may be a district in decay. Opportunities for success may be limited. Superintendents may find themselves in scapegoat roles or be forced to seek other positions as turnover victims.

Board members may become victims in decaying districts too. When the recall petition becomes a regular, local phenomena, board members may see their board work limited to non-controversial issues. Frequent recalls or the threat of recall clearly are a disincentive to running for a school board position.

In this situation board members involved in terminating a teacher were victims of retaliatory actions. The personal impact of the local crisis on board members is significant.

The community impact of this crisis is seen in the polarization of the populace. Perhaps this factionalization is simply a product of the declining population or symptomatic of issues related to agricultural decline. In human terms, reputations are being harmed. Violence, as a by product of the controversy, appears to lurk at the edges of the conflict.

There are economic costs in the crisis as well. Recall elections cost the citizens $1400 each. Additionally, individuals refuse to patronize local businesses if there is a conflict of interest. Local insurance agents are threatening to cancel insurance policies of customers with opposing views.

Ultimately there is an erosion of community spirit. This erosion must filter down to the children. When superintendents leave, teachers leave, teachers are terminated, board members recalled, children suffer. Children suffer from an absence of educational leadership. Children suffer when conflict surrounds them in the schools. The focus of this district is not on improving teaching and learning for all children. This district nurtures instability.

Preparation programs for superintendents may need to focus greater attention on preparing individuals for rural superintendencies. Since the majority of school districts in the United States are rural, there is a need for individuals prepared to serve rural needs.

Preparation programs may need to provide specific training in conflict resolution and mediation skills for administrators. In this study, the superintendents did not possess these skills.

Longevity in positions may be an area demanding critical inquiry. In this case, the secretary's longevity in her position was a contributing factor. The terminated teacher had 17 years experience in the district. Her longevity was also an issue. Longevity may be synonymous with stagnation in a rural setting.

Professional associations may be able to assist crisis districts as mediators and facilitators. Certainly these associations have the resources to provide skill training opportunities for their members.

This study may be an illustration of the erosion and decay of a school district. Because the current status of the district is a shared superintendency, this report may simply be a chronology of what may happen in any rural area before the local school disappears. Clearly the study suggests further investigation of this possibility.

Table 1

Chronology of Events

- Teacher terminated
- First recall
- New superintendent hired after school year begins
- Second recall
- Board member resigns
- Board member resigns
- School district in receivership
- Neighboring superintendent designated receiver
- Board election held
- Terminated teacher elected to board
- Unsuccessful recall petition drive against three board members
- Harassment of teachers who testified against terminated teacher
- Superintendent resigns
- Shared Superintendent

Table 2

Superintendent	Years	Term
1	1959-1964	5
2	1964-1966	2
3	1966-1970	4
4	1970-1984	14
5	1984-1985	1
6	1985-1986	1
7	1986-1987	1
8	1987-1990	3
9	1990-1991 (Dec.)	1.5

Table 3

County Population
1890-1980

	1890	1900	1910	1920	1930	1940	1950	1960	1970	1980	1990
	11,210	11,619	12,008	10,922	10,210	8,071	7,395	6,224	6,477	4,858	4,279
City	1,839	1,554	1,686	1,856	1,519	1,610	1,744	1,525	2,195	1,300	1,204
County Rural Population	8,239	8,826	8,377	7,384	6,884	5,028	4,119	3,213	2,413	1,985	1,653

Source: U.S. Bureau of the Census

Table 4

Natural Resources Commission

1990 Census Population Counts by County Ranked by Percent Gain/Loss

	1990 Census	July 1, 1988 Pop. Est.	1980 Census	Percent Gain/Loss 1980-90
County	4,279	4,500	4,858	-11.9
State	1,578,385	1,602,000	1,569,825	0.5

Note: The 1990 population counts set forth herein are subject to possible correction for undercount or overcount. The United States Department of Commerce is considering whether to correct these counts and will publish corrected counts, if any, not later than July 15, 1991.

1988 County population estimates are rounded to the nearest 100 and the state estimate to the nearest 1,000. Therefore, the county estimates may not add up to the state total estimate.

Source: U.S. Bureau of the Census, release January 24, 1991

Table 5

Department of Education
County Enrollments by School System

All Schools 1980-81

CLS S	PKDG	KDG	1	2	3	4	5	6	7	8	9	10	11	12	Total
City	0	27	20	28	27	20	31	32	27	38	28	19	34	39	366
County	2	77	64	61	62	59	67	81	66	84	76	74	88	92	953

All Schools 1981-82

CLS S	PKDG	KDG	1	2	3	4	5	6	7	8	9	10	11	12	Total
City	0	26	23	21	30	26	22	28	32	26	34	27	19	32	346
County	0	63	66	62	64	62	63	62	76	70	84	76	72	80	900

All Schools 1982-83

CLS S	PKDG	KDG	1	2	3	4	5	6	7	8	9	10	11	12	Total
City	0	29	25	28	22	33	26	24	30	35	28	36	28	21	365
County	3	63	58	71	62	66	65	66	67	80	76	87	72	73	909

Table continues

(2), Table continued

All Schools 1983-84

CLS S	PKDG	KDG	1	2	3	4	5	6	7	8	9	10	11	12	Total
City	0	25	31	24	32	25	30	29	24	31	33	29	32	28	373
County	0	54	67	55	79	66	61	65	68	70	84	80	82	77	908

All Schools 1984-85

CLS S	PKDG	KDG	1	2	3	4	5	6	7	8	9	10	11	12	Total
City	0	27	22	33	25	32	22	26	31	27	30	30	28	32	365
County	0	77	51	69	57	76	67	56	64	72	68	79	83	80	899

All Schools 1985-86

CLS S	PKDG	KDG	1	2	3	4	5	6	7	8	9	10	11	12	Total
City	0	26	24	25	27	25	27	24	25	29	30	29	27	23	341
County	0	74	72	56	63	55	76	65	56	64	76	67	80	74	878

Table continues

(3), Table continued

All Schools 1986-87

CLS S	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
City	0	20	30	26	27	26	23	25	25	27	27	30	33	29	348
County	0	51	66	64	52	53	44	62	58	49	56	69	60	72	756

All Schools 1987-88

CLS S	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
City	0	32	22	30	25	24	26	23	31	26	24	29	25	31	348
County	2	74	54	66	61	49	53	46	66	59	46	55	65	59	755

All Schools 1988-89

CLS S	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
City	0	27	26	22	31	25	29	24	28	29	28	27	29	27	352
County	0	58	68	51	69	62	54	49	55	67	64	51	56	69	773

Table continues

(4), Table continued

All Schools 1989-90

CLS S	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
City	0	22	27	24	22	30	26	26	25	27	29	28	30	28	344
County	0	52	58	64	56	67	61	55	52	50	64	65	56	58	758

All Schools 1990-91

CLS S	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
City	0	21	24	26	23	14	27	27	23	26	25	30	26	30	322
County	0	49	50	60	58	51	67	65	50	55	50	62	61	55	733

All Schools 1991-92

CLS S	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
City	0	22	17	21	26	22	19	29	24	20	28	26	27	25	306
County	0	56	43	49	60	60	52	69	62	48	57	54	60	60	730

Table 6

Selected Population and Housing Characteristics: 1990

Total Population	4,279
Male	2,063
Female	2,216
Age	
Median Age	43.8
Under 18 years	1,014
Percent of total population	23.7
65 years and over	1,145
Percent of total population	26.8
Household by Type	
Total Households	1,755
Family Households (families)	1,203
Married-couple families	1,105
Percent of total households	63.0
Other family, male householder	27
Other family, female householder	71
Nonfamily households	552
Percent of households	31.5
Householder living alone	523
Householder 65 years and over	354
Persons living in households	4,119
Persons per household	2.35
Race and Hispanic Origin	
White	4,256
Black	1
Percent of total population	-
American Indian, Eskimo, or Aleut	6
Percent of total population	0.1
Asian or Pacific Islander	13
Percent of total population	0.3
Other race	3
Hispanic origin (of any race)	11
Percent of total population	0.3
Value	
Median (dollars)	22,600

Table 7

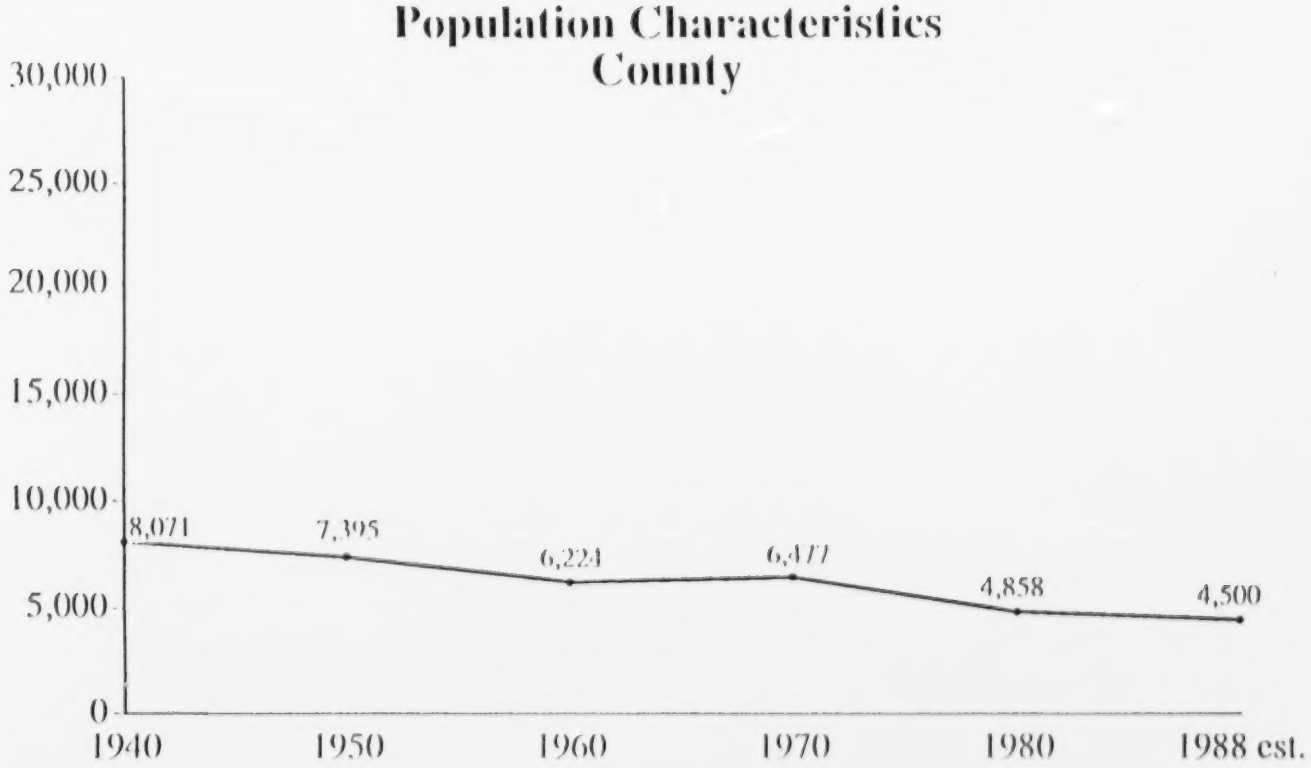
Community Attitude Survey

How do you rate the following aspects of your community? (Excellent = no improvement needed; Good = very little improvement needed; Satisfactory = some improvement needed; Fair = much improvement needed; and Poor = unacceptable.)

	Excellent	Good	Satisfactory	Fair	Poor
School Facilities					
a. Elementary (grades K-6)	21.1	42.4	22.4	8.9	5.3
b. Middle & High School (grades 7-12)	4.7	19.5	31.9	25.8	18.1
Local School Curriculum					
a. Elementary (grades K-6)	5.9	31.9	38.1	15.8	8.4
b. Middle & High School (grades 7-12)	3.7	30.3	40.6	16.2	9.2
The relationship between the community and the professional staff at school	1.6	10.0	16.1	29.9	41.5
The use of the school facilities for community programs, recreation, meetings, etc.	6.7	32.5	34.4	19.4	7.0

Are any children in your household attending Public School in the district?	**Yes**	**No**
	22.4	77.6

Graph 1

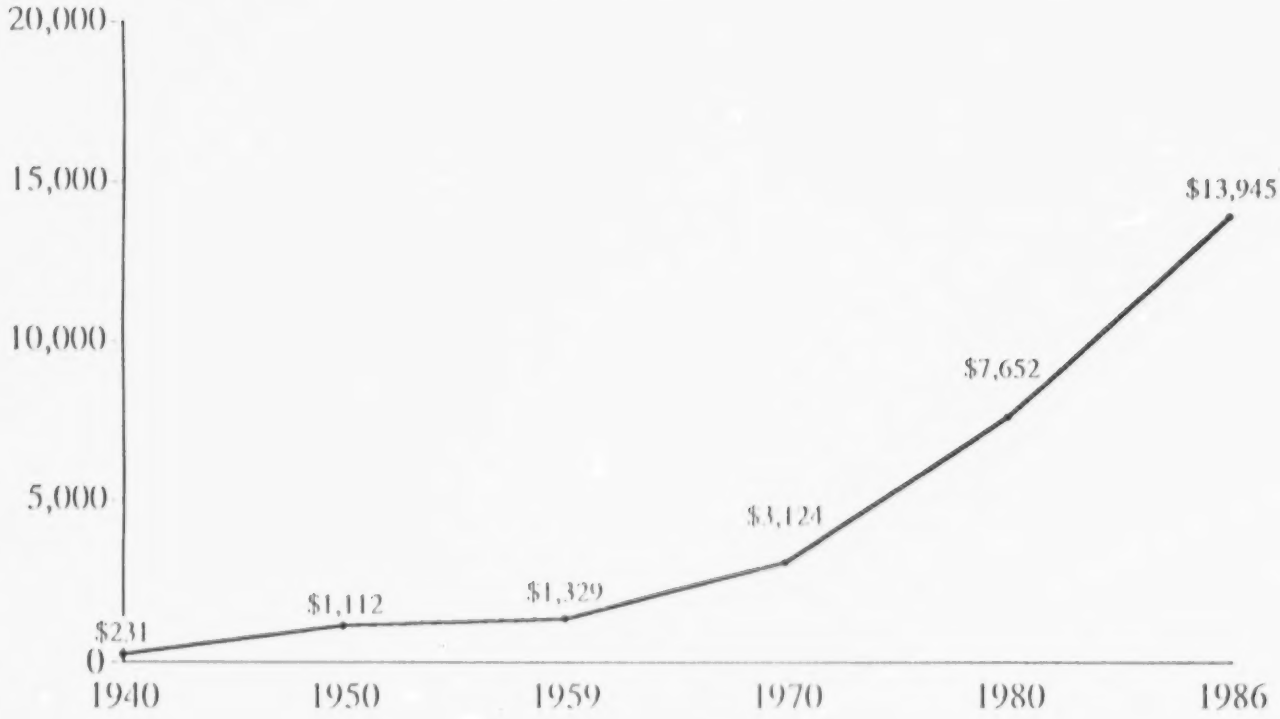


1940-1980 population figures and 1988 estimates are from the United States Bureau of the Census.

1988 county population estimates are rounded to the nearest 100 and the state estimate to the nearest 1,000.

Graph 2

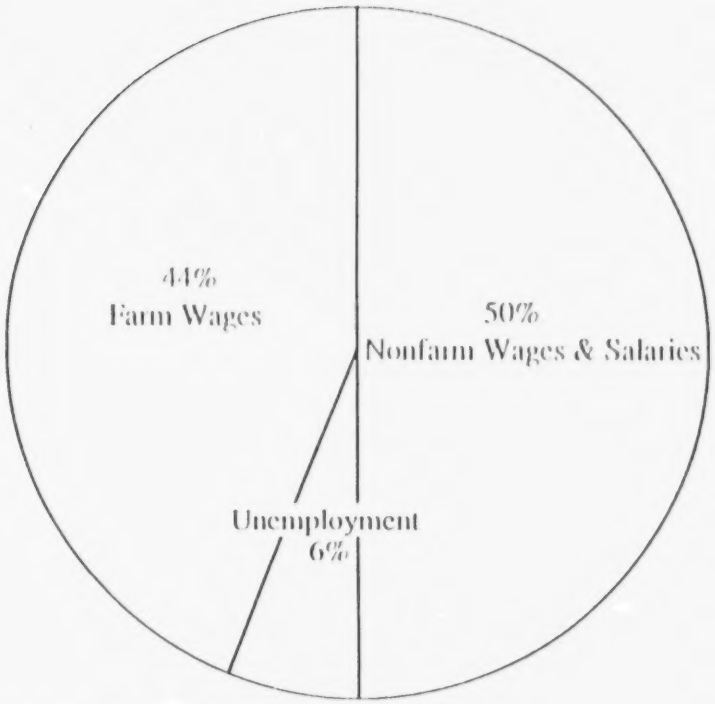
Per Capita Personal Income



Source: U.S. Department of Commerce, Bureau of Economic Analysis, Unpublished data and *Survey of Current Business*, monthly.

Graph 3

Labor Force
County



Source: Department of Labor, Labor Market Information Division, *County Labor Force/Work Force Annual Averages*, unpublished.